

**Standard & Poor's**

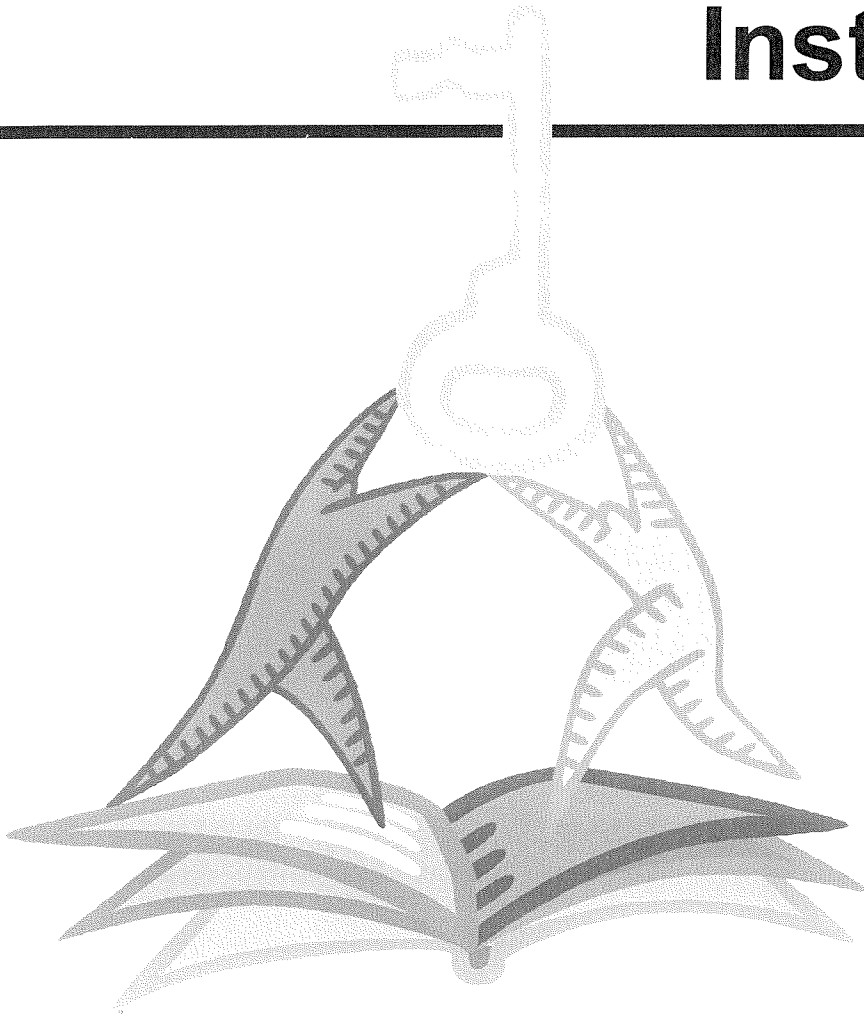
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# **MICHIGAN**

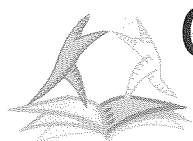
# **Benchmarking**

# **Institute**

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April 2005



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**Learn more!**

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# Your Workshop Team

## Learn more!

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## Contact Info

For additional information on the Michigan Benchmarking Institute, contact Larry Fieber at Standard & Poor's School Evaluation Services at [laurence\\_fieber@sandp.com](mailto:laurence_fieber@sandp.com). Or call 212-438-5013.

**STANDARD  
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The Michigan Elementary and Middle School Principals Association is a partner in the Michigan Benchmarking Institute. For more information, contact Joanne Welihan at 517-694-8955, or at [joanne@memspa.org](mailto:joanne@memspa.org).

**memspa**

The Michigan Benchmarking Institute is offered in coordination with the Michigan Department of Education's Office of School Improvement. For more information on the Office's initiatives, visit [www.mi.gov/mde](http://www.mi.gov/mde)

### Standard & Poor's School Evaluation Services

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### Michigan Department of Education

**Jeremy Hughes** Acting State Superintendent

**Yvonne Caamal Canul** Director, Office of School Improvement

### Center for Educational Performance and Information

**Margaret Merlyn Ropp** Director

### Michigan Elementary and Middle School Principals Association

**Joanne Welihan** Executive Director

### Michigan Association of School Administrators

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### Michigan Association of Intermediate School Administrators

**Jon Tomlanovich** Associate Executive Director

*Assistance has also been provided by:*

### Successline Inc

**Deborah Wahlstrom** President

### Idea Sciences, Inc

**Mary Crannell** President

**Sean Brady** Associate



# Welcome to Benchmarking!

## Learn more!

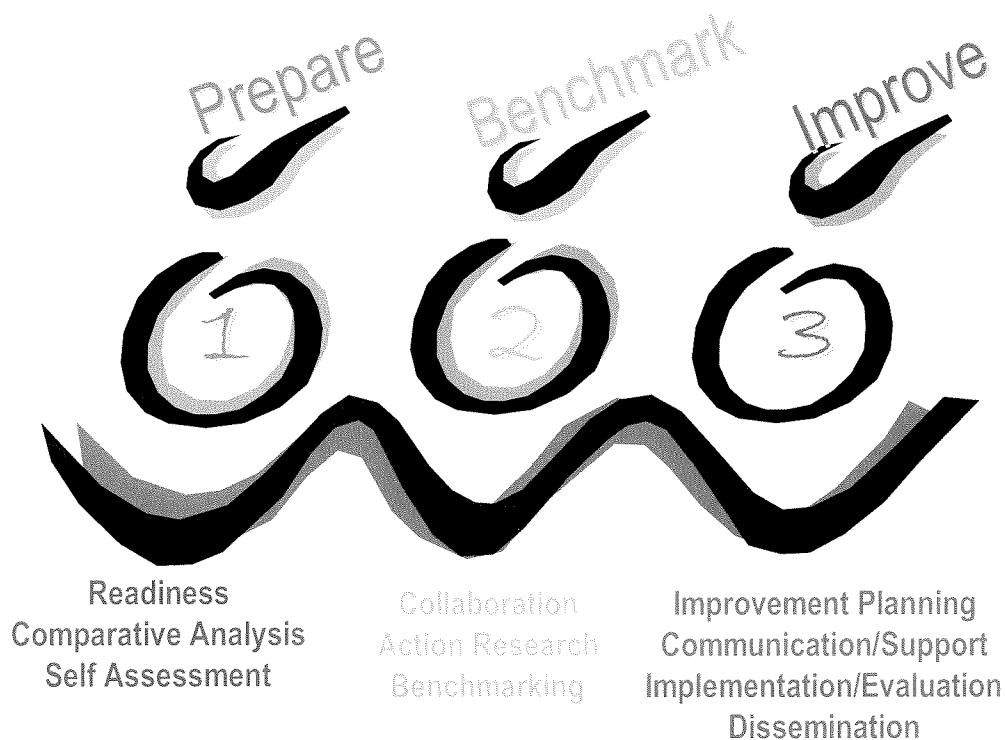
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### Benchmarking

A school-to-school collaborative process of finding promising practices that can be replicated by other schools with similar needs.

You are about to take an exciting journey – one that, along the way, will give you many opportunities to learn ideas you can use in your own school or district. The best part is that you'll get ideas that are working for others – ideas with action research and testimonials behind them. You'll walk away with ideas that have worked for others, and can work for you!

During this workshop, we'll look at the process of benchmarking – from preparation to implementation. We'll look at specific things to think about before conducting a benchmark study. You'll learn what you do when you're on site with your benchmarking partner. And you'll even learn what you'll do after your visit. We'll use the three key words below to highlight the stages: Prepare, Benchmark, Implement.





# Benchmarking: A Spirit of Inquiry!

## Learn more!

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## Quote Break

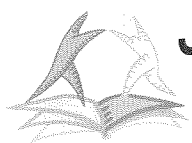
The rung of the ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher.

Thomas Henry Huxley

Human beings naturally look to one another to learn. It's natural when we want to learn to do something new or different to observe how others are doing what we want to learn – especially when others are getting stellar results! That's really what benchmarking is all about – learning from others and adapting their ideas for ourselves. The “spirit of inquiry” in benchmarking is a discovery process to help you learn from the experiences of others.

So you want to figure out how to improve in an area in your school? Benchmarking can help you do this. You want to identify opportunities for improvement? Use benchmarking. Do you have a problem you want to solve? Use benchmarking. Just look at some of the questions you can answer using the “spirit of inquiry” in a benchmarking project:

- How can we help more of our students read?
- What can we do about students who are struggling in math?
- How do we get the most students possible into high-level math and science courses?
- How do we establish a school culture that promotes high student achievement?
- How can we deal more effectively with our students for whom English is a second language?
- How can we close the gap in achievement between different groups of students?
- How can we use our resources more effectively to achieve a high level of learning for our students?
- How do we help more students gain access to high-level courses, such as Advanced Placement courses?
- How do we provide a balanced program for our students? How do we ensure students are learning rich and challenging content in core subject areas and also provide rich opportunities in areas of human expression, such as art, music, foreign language, and career education?
- How do we adequately prepare students for a world that is constantly changing?
- How do we determine the expectations of the community we serve?
- How do we differentiate learning for all the students we serve?
- How do we develop and manage professional learning communities?
- How do we help students develop as independent learners and thinkers?



# Joshua in the Box

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1. What does the video symbolize?

2.

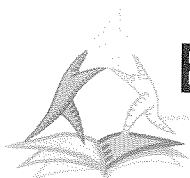
What are your school's boxes?

3.

What do you think lies outside your boxes?

What if you had no limitations?  
Would you go boldly forward or  
be overwhelmed by the fear of  
the unknown?





# Benchmarking Step-by-Step

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1

Prepare

1. Determine your team's readiness.
2. Complete a self-assessment.
3. Conduct a comparative analysis.

2

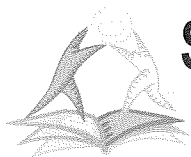
Benchmark

4. Select your benchmarking project.
5. Select your benchmarking team.
6. Review and/or set targets.
7. Select your benchmarking partners.
8. Seek your partners' promising practices.

3

Improve

9. Set improvement targets and develop your replication strategies.
10. Communicate your ideas to others.
11. Try the ideas out.
12. Monitor your progress along the way.
13. Share your story.



# Self-Assessment

## Learn more!

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www.SchoolMatters.com](#)

[Using Data to Improve Student  
Achievement by Deborah  
Wahlstrom](#)

[Quadrant Analysis Template](#)

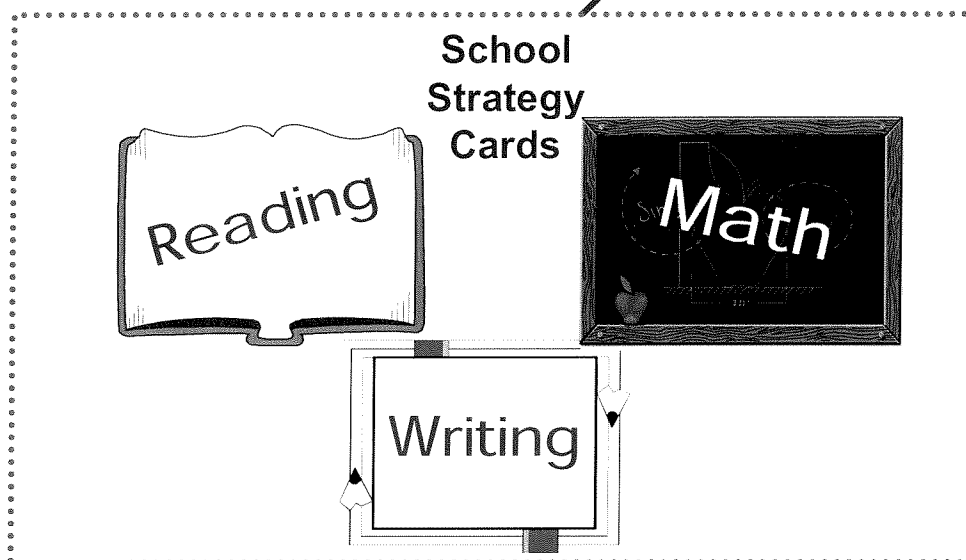
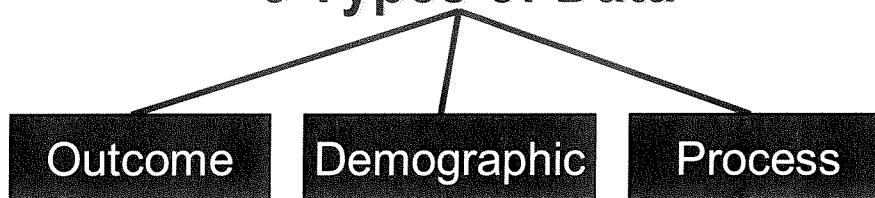
[School Strategy Cards  
Reading  
Writing  
Mathematics](#)

## 3 Types of Data

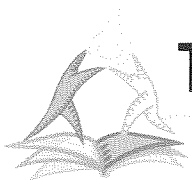
When working with data, we'll classify the data into three different categories: outcome, demographic, and process.

**Process data** includes such things as perceptual data, financial data, human data, and data related to material resources.

## 3 Types of Data





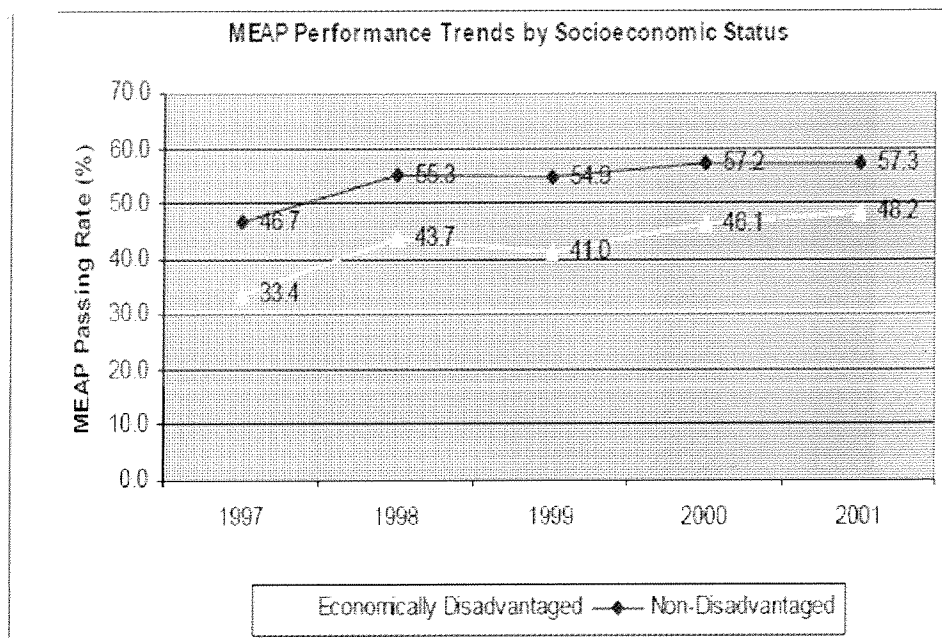


# The Relationship of Poverty and Performance

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The graph below compares the achievement patterns of students who are, and are not, economically disadvantaged.



- The graph shows MEAP performance trends from 1997 – 2001. There was a gap in achievement of 13.3 percentage points between economically disadvantaged and non-disadvantaged students in 1997. While both groups improved achievement over time, the gap in achievement has continued to exist from 1997 to 2001.

What does this graph reveal about poverty and achievement? Write your answer in this box.



# How to Read a Scatterplot

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## Scatterplot 101

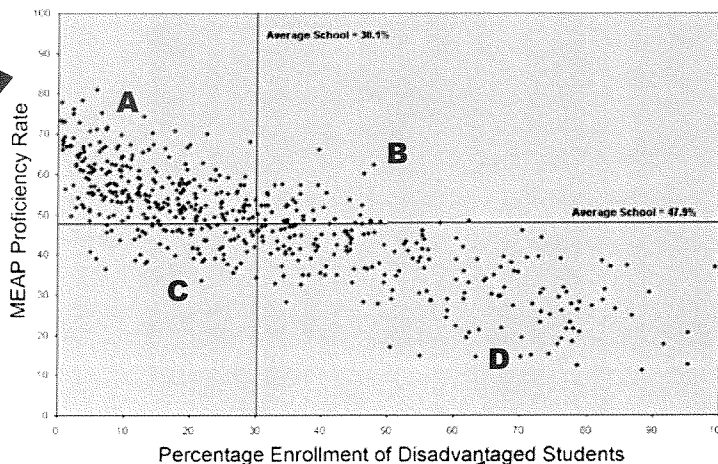
Each of the dots on the scatterplot represent one of Michigan's middle schools. Each dot tells you two things about the school: its MEAP proficiency rate, and its percentage of economically disadvantaged students. Once you get the hang of it, it's easy to get this information: just read across from the vertical axis on the left side of the graph, and down to the horizontal axis at the bottom of the graph.

The "cross hairs" in the middle show the state averages. The schools in quadrant A have above-average performance and below-average poverty. The schools in quadrant B also have above-average performance, but have above-average poverty. The schools in quadrant C have below-average performance and below-average poverty, while the schools in quadrant D have below-average performance and above-average poverty.

Do you notice an overall pattern of the dots? If you noticed that achievement levels tend to decrease as poverty levels increase, you're right. But it's important to note that "poverty is not destiny." There's actually quite a range of performance at any given poverty level. That's good news, and it gives us some information to work with.

The following scatterplot compares levels of poverty with student performance.

Michigan Middle Schools  
Relationship between Poverty and MEAP Performance



Which schools would be candidates for a benchmark school? Why?



Which schools would NOT be candidates for a benchmark school? Why?



# The “Error Band” Method

**Learn more!**

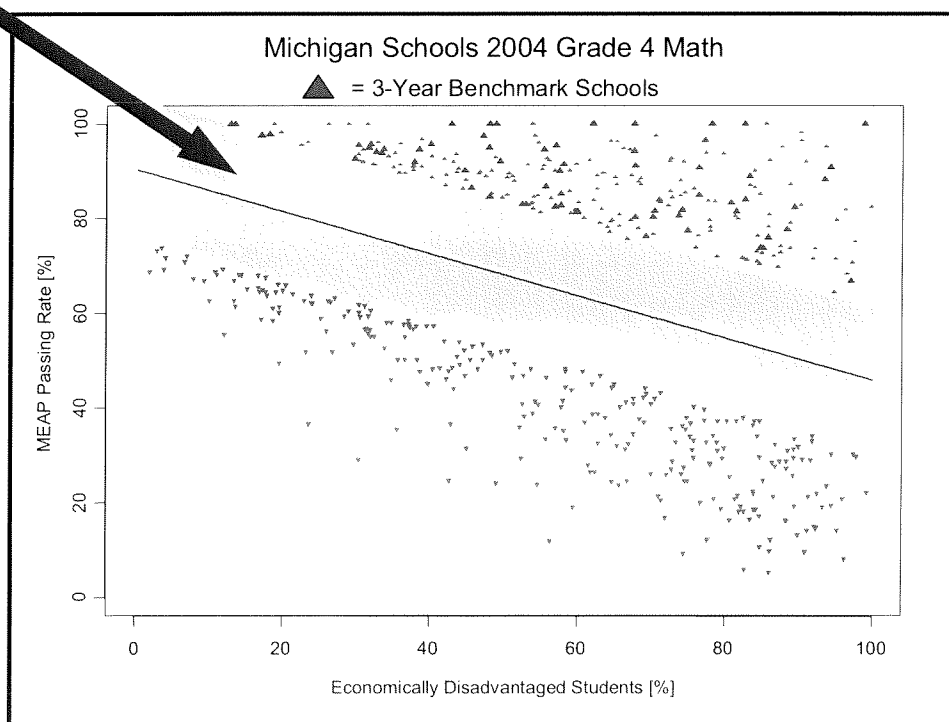
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## Identification of Benchmark Schools Using the “Error Band” Method

The scattergrams used in this workshop show the correlation between MEAP proficiency rates and the percentage of economically disadvantaged students enrolled in Michigan's elementary and middle schools. Standard & Poor's has used an advanced statistical technique known as the “error band method” to depict the range of performance that is typically associated with any given enrollment level of disadvantaged students. The error band is represented by the yellow band shown below. In technical terms, the band is one standard deviation of the residuals around the regression line.

Whew! That's a mouthful! *But you don't have to be a statistician to benefit from the error band.* All you really need to know is that there are “Benchmark Schools” that have performed above the error band for 2 to 3 consecutive years – that means they have consistently performed higher than would typically be expected, given their students' socio-economic circumstances. Schools that have performed above the error band for three consecutive years are represented by the red triangles. Schools that have performed above the band for one or two years are represented by the blue triangles above the band. These schools and their characteristics are included, along with contact information, in the workbook's accompanying data sets. You can use these lists to contact “Benchmark Schools” whose practices in curriculum, instruction, and assessment may be able to shed light on ways you can raise achievement in your own school.

**The “error band”**



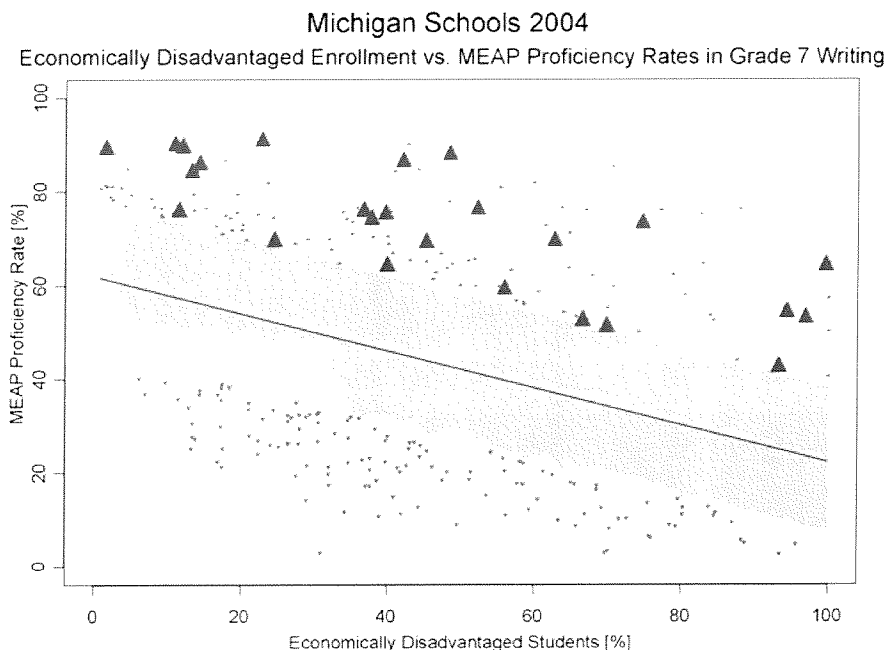


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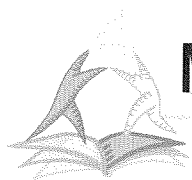
# How to Read an “Error Band” Scatterplot

Don't be alarmed by the title here. Once you can read one “Error Band” Scatterplot, you can read them all. And once you can read them, you've got a world of Benchmark Schools at your fingertips! We'll use this graph to label the parts of the scatterplot!



## Check Your Learning!

1. What MEAP test is represented here?
2. What is an error band?
3. What do the blue triangles above the error band represent?
4. What do the red triangles above the error band represent?
5. What do the green triangles below the error band represent?
6. If you are a school with 60% of your students on free or reduced-price lunch, are there Benchmark Schools for you? Explain.



# Michigan's "Benchmark Schools"

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## Michigan's "Benchmark Schools" in Reading, Writing, and Mathematics in the Elementary and Middle Grades

Decades of independent research have found that the overall achievement levels of schools tend to be correlated with their students' socio-economic circumstances. The higher the enrollment of economically disadvantaged students, the lower the overall achievement *tends* to be. However, there are enough exceptions to this trend to warrant further investigation.

Standard & Poor's analysis of school-level achievement data in reading, writing, and mathematics shows that even though poverty and performance are often correlated, different schools with the same percentage of low-income students still show a wide range of proficiency rates on the Michigan Educational Assessment Program (MEAP). In fact, some schools have consistently performed higher than other schools serving similar students, for each of the past three consecutive years (the school years ending in 2004, 2003 and 2002).

This finding suggests that these "benchmark schools" may be able to shed light on programs and practices that are more effective at helping disadvantaged students attain higher achievement levels. Standard & Poor's has identified these schools for the Michigan Benchmarking Institute. The Institute's purpose is to bring teachers together in a spirit of professional inquiry to identify and replicate these schools' most promising practices in curriculum, instruction, and assessment.

Standard & Poor's has grouped the state's benchmark schools into several different lists, by grade level, subject area; student demographic characteristics, geographic settings, and AYP status. An Excel spreadsheet of more detailed data is also available. These lists and their accompanying "scattergrams" make it easier for other schools to identify "Benchmark Schools" whose educational programs may be worth a closer look.



# Michigan's AYP Targets 2002-2014

**Learn more!**

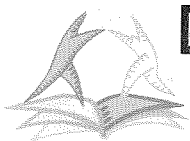
Standard & Poor's  
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As you locate your own school's performance on the scattergrams, it will be helpful to know where you stand with regard to Michigan's Adequate Yearly Progress Targets and Annual Measurable Objectives under the State's NCLB Accountability Plan.

	English Language Arts			Mathematics		
Year	Elementary	Middle	High	Elementary	Middle	High
<b>2002</b>	38%	31%	42%	47%	31%	33%
<b>2003</b>	38%	31%	42%	47%	31%	33%
<b>2004</b>	38%	31%	42%	47%	31%	33%
<b>2005</b>	48%	43%	52%	56%	43%	44%
<b>2006</b>	48%	43%	52%	56%	43%	44%
<b>2007</b>	48%	43%	52%	56%	43%	44%
<b>2008</b>	59%	54%	61%	65%	54%	55%
<b>2009</b>	59%	54%	61%	65%	54%	55%
<b>2010</b>	59%	54%	61%	65%	54%	55%
<b>2011</b>	69%	66%	71%	74%	66%	67%
<b>2012</b>	79%	77%	81%	82%	77%	78%
<b>2013</b>	90%	89%	90%	91%	89%	89%
<b>2014</b>	100%	100%	100%	100%	100%	100%



Source: Michigan's Consolidated State Application Accountability Workbook for No Child Left Behind – May 22, 2003 and approved by the U.S. Department of Education on June 9, 2003



# Designing Your Benchmarking Project

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## **Listing Possible Benchmarking Projects**

This is the list that will lead to your Benchmarking project. Examples include: Common assessments, aligned curriculum, instructional strategies for struggling students, pacing charts, scheduling, discipline, and parent involvement. The list is limitless!

## **Determining Your Criteria**

Think about criteria that are important to you and your school. Characteristics of criteria could include:

- Can be done within the established timeframe.
- Will likely lead to improved student achievement.
- Are doable based on funding.

Since not all criteria are created equal, you may want to weight the criteria.

Your team has an important decision to make. It's time to select your Benchmarking project. You'll have some time now to list ideas and come to consensus about what your Benchmarking project will be. When listing your ideas, think about areas where your school is officially "in need of improvement" for not making AYP. You might also find ideas from your self-assessment exercises.

Possible Benchmarking Projects	Criteria 1	Criteria 2	Criteria 3	Criteria 4



# Selecting Your Benchmarking Team

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As with anything, your benchmarking team is key to success for your project. You'll want to choose people who exhibit a "spirit of inquiry!"

## Qualities of Effective Benchmark Team Members

Subject Expertise  
Leadership  
Communication Skills  
Risk Taking  
Interviewing Skills  
Analytical Skills  
Vision for Higher Achievement and Performance

Brainstorm a list of people in your school who would be effective members of a benchmarking team.





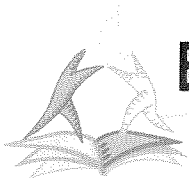
# Contacting Your Benchmarking Partner

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Okay, now that you have identified one or more prospective benchmarking partners, it's time to plan how you will contact them. Another decision you'll make is how you'd like to contact your Benchmarking partner. Do you want to make a site visit? Do you want to hold a phone conference? Do you want to set up a Chat Room? Do you want to email back and forth? Whatever method you use to work with your partner, there are a number of things to help make your working relationship pleasant.

- ✓ Know the name of your Benchmarking Partner contact. Use that name often!
- ✓ Provide a list of questions in advance.
- ✓ Be clear about what you want to learn.
- ✓ Be professional, honest, and courteous.
- ✓ Be positive.
- ✓ Maintain focus on benchmarking issues.
- ✓ Be considerate of the schedule of your Benchmarking Partner.
- ✓ Offer to share study results.
- ✓ Thank your Benchmarking Partner.



# Benchmarking Questions

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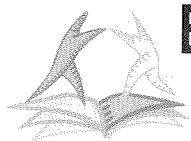
Data analysis doesn't begin and end with a spreadsheet. **Real** data analysis takes place through the questions we ask about the curriculum, instruction, and assessment practices that yield our school's results. Data is just the starting point. Conversations between teachers – the sharing of “best practices” – is where the real analysis takes place!

One of the things you'll want to do before you contact your Benchmarking Partner is to develop a list of questions you'd like to have answered. If you worked with the School Strategy Cards, you'll have a list of benchmark questions on the back of each card. If you choose to benchmark something other than what is on the School Strategy Cards, you may want to use this list for ideas. These questions are simply idea starters to get you going. You'll come up with many more on your own.

How can these questions be used? Just select questions that might be appropriate for working with your Benchmark School, based on the Benchmark project you have chosen. The following questions, courtesy of Deborah Wahlstrom, provide a general list of questions from which teams can choose to ask:

## Programs

1. What programs are offered in your school? How extensive are each of these programs? What populations do these programs serve?
2. What is the most desirable student/teacher ratio for the different programs being offered? What was the rationale for establishing this ratio?
3. What innovative instructional strategies are used in the school? Which of the strategies are research based?
4. How do your student schedules support the programs offered by the school?
5. What are your specific applications of technology (e.g., computers). How are these integrated into the curriculum? How has technology been used to support programs in your school?
6. How do you integrate different populations of students (e.g., gifted and talented, special education, limited English proficient) with students in the regular school program?
7. What are your efforts to integrate curriculum planning and staff development with regular school planning?
8. How are outside resources used? What are examples of outside resources?
9. What are the philosophy and mission statements of the school?
10. What type of other school programs have you had experience with (e.g., school-within-a-school, after-school programs, magnet programs).
11. How do the elementary, middle, and high schools interact and cooperate? How are their programs connected and related?
12. What special materials have you had to provide for students and staff?
13. Is there an internship or mentorship program? If so, please describe the program.
14. How do you see your programs evolving in the next few years?
15. How long did it take to write the curriculum? What curricula may be immediately available for our use?
16. What different resources are used in the school?
17. What impact has the implementation of the programs in your schools had on the overall school district (e.g., communications, programs).



# Benchmarking Questions

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## Students

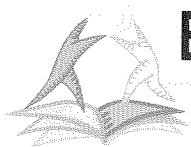
1. What population of students do you serve?
2. What student selection criteria is used for special programs? Please describe your rationale and a sample of the student selection criteria.
3. Were there programs provided to acclimate students prior to the start-up date of your new program? If so, please describe. (Consider asking for copies of brochures and other publications.)
4. What bell schedule has worked best for you? (Request copies of the schedules.)
5. What do students think about your school? Do you have any evidence of this?
6. What type of reports of student achievement are used? (Request a sample.)

## Staff

1. What teacher selection criteria was used for your special program? Include rationale and a sample of the written criteria.
2. What type of inservice training was provided for teachers? Does this training include content and process kinds of training? Who provided this training? Were there any training programs that you consider crucial to the successful implementation of your school program?
3. What has been the involvement of parents, the advisory committees, and teachers? Do the advisory teams assist with the development of school plans?
4. Does your program have a lead teacher or coordinator? How is this working for you? What are specific roles and responsibilities of the teacher/planner?
5. How are district staff members involved in planning and implementing the school's program?

## Results

1. What are the achievements of the students in your school?
2. How do your students score on the state tests? On other achievement tests?
3. What have been the greatest successes of your program?
5. What do parents, students, and staff perceive as the greatest strength of the program?
5. What types of program evaluations have been used? What were the results? Who helps with the program evaluation?
6. Have there been any community and parent satisfaction surveys?
7. How do you keep "tabs" on how the program is doing? Have any of your staff members had special training in this?



# Benchmarking Questions

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## Community

1. What strategies are used to keep parents, students and the community informed?
2. What is the role of the advisory committees and school improvement teams?
3. When is information passed to parents, students and the community about the program?
4. How did you garner broad public support for your school?
5. What special training has been provided for community members and parents to enable them to work closely with the staff at the school?

## Advice

1. What problems were encountered in the beginning stages, and how were they solved?
2. What advice would you give in avoiding potential problems?

## Budget

1. How much has been invested in this program to date?
2. How much of this program could be implemented at very low cost?
3. What have you found to be the most expensive parts of the program?
4. How are your schools funded? Have you received additional grant dollars?
5. How are decisions regarding financial matters made? Does the principal make all of the decisions? Are the teachers and community involved in this aspect of the school program?



# What Did We Learn From Our Benchmark Partner?

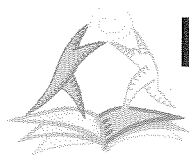
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Have you ever gotten a plant cutting from another person? You looked at a plant someone has grown and you want to take a piece of it home – so you ask for a cutting. The replication of promising practices is like that.



Observations <small>The observations are things you observe while working with your Benchmark Partner. Your observations may be of people, processes, products, places, policies, and more.</small>	We do this better	We do This About the Same	They do a better job



# Reviewing Your Targets

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What you're really doing here is reviewing your school improvement targets for the upcoming school year. Have you set a target that is challenging, yet doable for each of your content areas? Have you reviewed your Education YES! and AYP data and used that data when determining your improvement targets?

## Purpose of Setting Targets

1.

2.

3.

## Different Approaches to Target Setting

Incremental

Stretch

External

Formula



# Setting Targets for Alpha Middle School

**Learn more!**

Standard & Poor's  
School Evaluation Services  
[www.SchoolMatters.com](http://www.SchoolMatters.com)

A

B

C



# Setting Targets for YOUR School

**Learn more!**

Standard & Poor's  
School Evaluation Services  
[www.SchoolMatters.com](http://www.SchoolMatters.com)

Please draft no fewer than 2 and up to 4 preliminary improvement targets for your school. You may set targets for all students, subgroups of students or a combination of both.

1

2

3

4





# Benchmark School #1 Information Sheet

**Learn more!**

Standard & Poor's  
School Evaluation Services  
[www.SchoolMatters.com](http://www.SchoolMatters.com)

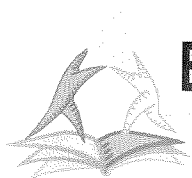
Name of Benchmark School	
Benchmark School Address	
Principal of Benchmark School	
Principal's Email Address	
School Phone Number	
School Fax Number	
Other Contact(s) at School	

Scheduled **Date** of Contact \_\_\_\_\_

Scheduled **Time** of Contact \_\_\_\_\_

Team **Members** Assigned to Work With This Benchmarking Partner

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



# Benchmark School #2 Information Sheet

**Learn more!**

Standard & Poor's  
School Evaluation Services  
[www.SchoolMatters.com](http://www.SchoolMatters.com)

Name of Benchmark School	
Benchmark School Address	
Principal of Benchmark School	
Principal's Email Address	
School Phone Number	
School Fax Number	
Other Contact(s) at School	

Scheduled **Date** of Contact \_\_\_\_\_

Scheduled **Time** of Contact \_\_\_\_\_

Team **Members** Assigned to Work With This Benchmarking Partner

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



# Benchmark School #3 Information Sheet

**Learn more!**

Standard & Poor's  
School Evaluation Services  
[www.SchoolMatters.com](http://www.SchoolMatters.com)

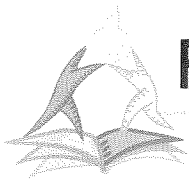
Name of Benchmark School	
Benchmark School Address	
Principal of Benchmark School	
Principal's Email Address	
School Phone Number	
School Fax Number	
Other Contact(s) at School	

Scheduled **Date** of Contact \_\_\_\_\_

Scheduled **Time** of Contact \_\_\_\_\_

Team **Members** Assigned to Work With This Benchmarking Partner

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



# Formulating Replication Strategies

**Learn more!**

Standard & Poor's  
School Evaluation Services  
[www.SchoolMatters.com](http://www.SchoolMatters.com)

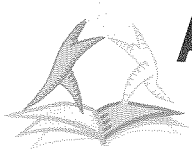
## **Quote Break**

"What we most need are ways to know what is important and what is not important, what variables to focus on and which to pay less attention to."

Peter Senge, *The Fifth Discipline*

## Replication Strategies

Replication Strategies	
Answer These Questions	
Address These Things	
Formulated This Way	
Examples	
Prioritized	
Different Methods of Prioritizing Strategies	



# Action Planning and Resource Planning

**Learn more!**

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School Evaluation Services  
[www.SchoolMatters.com](http://www.SchoolMatters.com)

## Your Action Plan Template

What needs to be done?	Who will do it?	By when
		Within the next 24 hours
		Within the next week
		Within the next month
		Within the next 3 months



**Learn more!**

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School Evaluation Services  
[www.SchoolMatters.com](http://www.SchoolMatters.com)

# Forms for Promising Practices Submissions

Thank you for taking time to complete this submission. Your ideas, along with the ideas of educators from other schools, will be an important part of the Promising Practices database.

Name of promising practice
Description of promising practice
Grade levels and/or subject areas involved

## Replicator School Information

As the "Replicator School" please provide the following information about your school:

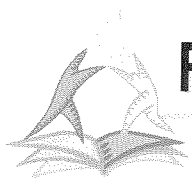
Name of Replicator School	
Replicator School Address	
Principal of Replicator School	
Principal's Email Address	
School Phone Number	
School Fax Number	
School Website Address	

## Principal's Signature

As principal of the above school, I have reviewed this description of a "Promising Practice" that our school learned about through our benchmarking partner, and that we hope to adapt to our own school's unique circumstances. I understand that this form will be reviewed for publication on the Michigan Benchmarking Institute's Online Collection of Promising Practices at [www.SchoolMatters.com](http://www.SchoolMatters.com).

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date



# Readings and Resources

## Learn more!

Standard & Poor's  
School Evaluation Services  
[www.SchoolMatters.com](http://www.SchoolMatters.com)

**SchoolMatters** is a premier source for information and analysis of every public school and school district in the United States, designed to help you make better-informed decisions about your schools.

- Are you interested in finding areas for improvement in your school?
- Do you want to know how your school's performance compares to others?
- Do you know how your school district utilizes its resources?

SchoolMatters can help you answer these questions and more.

- [www.SchoolMatters.com](http://www.SchoolMatters.com)

**MI Map:** The Michigan Department of Education has developed a dynamic tool kit that provides practical strategies and materials to shape, support, and sustain system-wide innovation and school improvement.

- [www.michigan.gov/documents/final\\_MI-Map\\_Final\\_Flyer\\_102889\\_7.pdf](http://www.michigan.gov/documents/final_MI-Map_Final_Flyer_102889_7.pdf)

**Idea Sciences** provides training, software, consulting, and analytical tools for smarter decisions.

- [www.ideasciences.com](http://www.ideasciences.com)

**Successline, Inc.** is a training, consulting, and publishing company that specializes in practical tools and ideas for educators, including books, software, and seminars.

- [www.successlineinc.com](http://www.successlineinc.com)

**Benchmarking – A Guide for Educators.** By Sue Tucker, the Network, Inc. This book contains real-world strategies that show you how to make continuous improvement part of your school's plan. Available from Sage Publications / Corwin Press. 1996.

- [www.sagepub.com/book.aspx?pid=3243](http://www.sagepub.com/book.aspx?pid=3243)

**The American Productivity and Quality Center (APQC)** is an internationally recognized resource for process and performance improvement. APQC helps organizations, including schools, adapt to rapidly changing environments, build new and better ways to work, and succeed in a competitive marketplace. APQC focuses on benchmarking and best practices, knowledge management, metrics & measures, performance measurement and professional development.

- [www.apqc.com](http://www.apqc.com)



# Notes

**Learn more!**

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